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ABSTRACT

A study was developed to determine a profile of the University of Texas (U.T.) at Austin returning male student, his purpose for returning to higher education, his concerns related to his role as a student, and his preferences for programs. A questionnaire was prepared and mailed to 407 newly-admitted male Austin residents, 25 years old or over. Twenty-five percent of the questionnaires were returned. The questionnaire obtained demographic data, financial and employment data, military service information, period of interrupted study, academic information, concerns, and program needs. Survey results indicated (1) most are married, white, ages 25-29, with no children; most were Vietnam veterans; (2) they are career-oriented--76% checked this as the reason for returning to school; (3) financial concerns including budgeting for education and living on a reduced income were predominant; (4) 37% listed their income as $5,000 or below--66% listed veterans' benefits as a major income source; (5) 72% were pursuing advanced or professional degrees; and (6) 65% requested programs on U.T. student services, 40% requested a session on getting around U.T., and only 11% requested marriage counseling. Six recommendations were made. For example, the first recommendation was that school aid for those experiencing financial difficulties should be explored or established. (The questionnaire is appended.) (CSS)

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Survey of Returning Male Students

Frances Plotsky, Susan Ohm, Barbara Leaman

RB-SRS-120976

DEAN OF STUDENTS OFFICE
THE UNIVERSITY OF TEXAS AT AUSTIN

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Office of the Dean of Students
Area Code: 512—471-3305

January 18, 1979

Mr. J. Nevin Robbins
Adult Education Specialist
ERIC Clearinghouse on Career Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Mr. Robbins:

Enclosed please find two copies each of research that was conducted by Services for Returning Students at The University of Texas at Austin, Office of the Dean of Students.

Dr. James C. Hurst, Dean of Students, authorized this letter as a copyright release form to insure that the documents are available through ERIC.

Thank you for your consideration for these materials.

Sincerely,

Deb Stanley

Ms. Deb Stanley
Coordinator, Services for
Returning Students

James C. Hurst
Signature

23 Jan 79
Date

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Enclosures

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The University of Texas at Austin
Office of the Dean of Students

Services for Returning Students

SURVEY OF RETURNING MALE STUDENTS

This study was designed to develop a profile of the returning male student as well as an assessment of his concerns when entering The University of Texas at Austin (U.T.-Austin) as a new student. The impetus for the current study resulted from two sources. The first source was from a pilot program in the summer 1975 sponsored by Services for Returning Students (SRS) to provide a forum for discussion of concerns of returning male students. Although the program efforts were well-received, a maximum number of returning male students who might have benefited from the program did not participate. The second source was from a survey on the returning veteran student which provided valuable information on his needs and concerns (RB-SRS-031275). However, similar data were not available on all returning male students. Therefore, a survey to assess concerns and to establish a profile of the returning male student was undertaken to provide information for programs responsive to this subpopulation of students.

Background

The average age of the student body at colleges and universities is increasing yearly. Enrollment of persons ages 25-34 increased by 63% since 1970, while the number of those in the 18-24 age range increased by only 9%.

American Education states:

> More significantly, the number of students 35 years old and up had increased in the last two years alone by 30%, attaining a new high enrollment figure for this group of nearly one million. About 80% of persons in the 30-and-over age group are attending college part-time, indicating either a recognized need for re-training and updating in career fields, or simply that college classes have taken a place alongside the more conventional pleasure/leisure activities. (1975, p. 5)

U.T.-Austin reflects similar enrollment increases. The total student population has increased from 39,089 to 42,598 (3,509 students or 9%) from 1970 to 1975, while the population of male students 25 years old and above has increased from 3,534 to 5,684 for a 12% increase of the total male student population.

Very little information exists related to the returning male student including academic information or information related to his adjustment in college. The advent of women returning to school in the 1960's and 70's received the most attention from the media and researchers. The paucity of research about the returning male student leaves the student personnel services with little empirical data which offer insights about this kind of college student.

Purpose

In the fall 1975, SRS requested support to prepare and distribute a questionnaire for returning male students. The purpose of the study was to determine a profile of the returning male student, his purpose for returning to higher education, his concerns related to his role as a student, and his preferences for programs which would address these concerns. The findings were to provide information on programming needs which could assist the returning male student in his adjustment to the new role of student.

Methodology

Population

A questionnaire and cover letter (Appendix A) were mailed to 407 newly-admitted male Austin residents, 25 years old or over, in the fall 1975. The men's names and addresses were provided by the Data Processing Division at U.T.-Austin. Twenty-five percent (103) of the questionnaires were returned. Because of the low percentage of returns, caution should be used in extrapolating results to include the general population of returning male students. It is suggested by the authors that the low return rate may have resulted because no follow-up to the questionnaire was conducted. Also, the cover letter may not have adequately satisfied the concern for anonymity for some students. Some recipients of the instrument may have felt the questionnaire constituted an invasion of privacy or a threat to the male image of confidence and success. This is speculation, but should be considered, particularly when the results of the program choice section are analyzed.

Instrument

The questionnaire was designed to furnish demographic data, financial and employment data, military service information, period of interrupted study, academic information, concerns, and program needs. The concerns were compiled by SRS from a list of previously identified concerns of other returning students. The cover letter explained the purpose of the study, informing the student he could answer the questionnaire anonymously. The answer sheet was requested to be returned within a two-week time span by campus mail boxes located throughout the campus.

Data Analysis

Frequencies and percentages were calculated for all questions. All percentages reported are adjusted percentages because not all the men answered each question.

The concerns were also analyzed using the subroutine CROSSTABS of the Statistical Package for the Social Sciences to compare differences in concerns by age categories and marital status. For these analyses, the concerns ratings (originally on a 7-point Likert Scale) were collapsed to a 5-point scale to reduce the number of zero cells in the analyses. The categories by age were also reduced from 5 to 3 for the same purpose (see the questionnaire for original age groupings).

Results

Demographic Data

More than half of the respondents were married (52%) and 42% of the respondents were single. The divorced and separated categories represented 6% of the respondents. Most of the respondents were white (87%). Of the respondents, 64% were 25-29 years old, 24% were 30-39 years old, 17% were 30-34 years old, and 7% were 35-39 years old. Twelve percent indicated they were 40 or older.

Over 50% of respondents had no children (56%). Of those who indicated they had children, 47% had one child, 28% had two children, and 24% had 3 or more children.

The men were asked how many dependent children they had, the grade level of their oldest or only child, and the grade level of their youngest child. Responses to the grade level of their oldest or only child reflect the distribution of the number of children the men had. Of the men answering, 54% indicated their oldest or only child was a preschooler, 20% were elementary

school age, and 20% were college age. Sixty-five percent of those responding to the question indicated their youngest child was a preschooler and fifteen percent indicated the youngest child was in elementary school.

Sixty-eight percent of the respondents indicated they had served in the military. Of those who indicated they had been in the military: 65% were Vietnam War veterans, 17% were career military, and 13% had served in the Cold War since 1955.

Academic Information

Of the respondents, 59% were admitted to U.T.-Austin as graduate students, 24% as transfer students, and 16% were admitted as special students. (According to the General Information Catalogue for 1975-1976, a special student is a person who has a baccalaureate degree, but has not been accepted into the Graduate School.) Over half (58%) of the men had been out of school less than 5 years before returning to school, with 28% of them having experienced a 5-9 year interruption in their studies. Fifteen percent had been out of school from 10 to 20 or more years. The mean and median years of interruption were approximately 4 years.

The credit hours the men had accumulated in previous schooling excludes the present course load. The 74% who indicated bachelor's degrees or graduate status for accumulated hours reflect the 75% of the respondents who had entered as a special student or a graduate student. Twenty-two percent indicated accumulation of 31-120 hours, reflecting the 24% who indicated transfer status. The largest undergraduate category was juniors (12%). The other undergraduate categories accounted for 10% of the respondents. Over half of the returning male students (54%) were enrolled for 6-12 hours. Forty-three percent of the respondents were enrolled for 13-18 hours.

Seventy-two percent of the respondents were pursuing advanced or professional degrees, e.g., M.A., M.S., M.B.A., Ph.D., J.D. No student indicated he was pursuing an M.Ed. or Ed.D. degree. The largest groups were planning to receive a Ph.D. (28%) or a bachelor's degree (26%). The students were asked to indicate their reasons for resuming education. Two percent indicated they did not know (reason not listed) and twelve percent indicated the category "other." Of the listed responses, "changing professional areas" was indicated by 27%, "upgrading skills" by 22%, "seeking professional/technical degree" by 14%, and "searching for a career after some military service" by 13%. These percentages may represent more than one response.

Financial and Employment Data

Family income. Of the respondents, 13% indicated their approximate annual income was less than $2,000, 24% said their annual income was between $2,000 and $5,000, and 23% listed their approximate annual income as $12,000 and over. The mean and median both fell between $5,000-$7,000.

Hours per week employed. When asked how many hours per week the student and his wife worked, 59% of the respondents indicated they were not working, and 67% of them said the question about their wives was not applicable. Of the working men, 44% were employed 20-29 hours per week, and 23% of them worked full-time. The men's marital status and their responses of "not applicable" or "no response" to how many hours per week their wives work indicated that 23 (43%) of the men who were married have nonworking wives. Seventy-seven percent of the wives who worked were employed full-time.

Employment classification of self and spouse. Fifty-two percent of the men either did not respond or indicated it was not applicable. This is comparable to the percentage who indicated they were not working. Of the

working men, 48% were professionals; 6% were in managerial positions; 6% were in a clerical position; and 32% were in the skilled/semiskilled categories. The working wives were mainly in the areas of: (a) professional (23%), (b) managerial (4%), (c) clerical (32%), and (d) skilled/semiskilled (27%).

Income sources. Most returning male students (66% of the respondents) indicated military benefits as a source of income. For 18% of these 68 respondents, the benefits composed 91% or more of their income; for 22%, the benefits composed 31-50% of their income. Personal savings was checked by 58% of the students as a source of income; for 42% of the respondents, it provided 10% or less of their overall income. Employment was checked as a source of income for 55 men, although only 50 men had checked various classifications for employment. The student's own employment provided 10% or less of total income for 33% of the men checking this category, 31-50% of total income for 22%, and 91% or more of total income for 18%. Their wives' employment as a source of income was checked by 36% of the men. Of the respondents, 32% listed her contribution providing 10% or less of the total; 19% indicated her income providing 31-50% of the total; 16% indicated 71-80% of the total income; and 3% indicated 91% or more of the total income. Financial aid was checked by 27% of the men, with 39% of these respondents receiving 10% or less of their total income from financial aid. Parental assistance was checked by 17% of the men as a source of income, with 77% of these respondents receiving 10% or less of the total resources from their parents.

Men's Concerns As They Return to School

The men were asked to rate their concerns on a 7-point Likert Scale. The scale was collapsed to a 1-5 continuum. The data for the concerns were analyzed by total response, marital status (single, married), and age categories (25-29 years, 30-39 years, and 40-59 years).

The following concerns had a mean of over 3 for all of the men respondents: (a) budgeting money for education (3.86), (b) receiving veterans' benefits (3.78), (c) jobs after graduation (3.76), (d) living on a reduced income (3.67), (e) wife supporting me financially (3.36), (f) wife's educational and psychological needs (3.51), (g) wife's emotional support of his decision to return to school (3.36), and (h) family's health (3.42) (Appendix B, Table 1).

The single students had significantly more concern about how they related to younger students ($p < .05$), and being single and an older student ($p < .01$) than the married students. The principal concerns of married students were: (a) wife's emotional support, (b) wife's financial support, and (c) wife's educational and psychological needs (Appendix B, Table 2). Most of the differences between the single and married students were related to their marital status, rather than any other factor.

Concerns which were checked by over 40% of the single or married students, but which may or may not be significantly different between the two groups are listed below. Over 40% of the single students marked either 4 or 5 on the following concerns: (a) career decisions, (b) jobs after graduation, (c) social needs, (d) study skills, (e) financial needs, and (f) veterans' information and benefits. Over 40% of the married students checked 4 or 5 on the following concerns: (a) their health, (b) changing careers, (c) jobs after graduation, and (d) financial support. Over 60% of the married students checked: (a) budgeting money for education (75%), (b) wife's psychological and educational needs (70%), and (c) living on a reduced income (63%). (Appendix B, Table 2)

Two areas of concern which seem to be significantly greater for students 25-29 years old were: budgeting money for education ($p < .02$) and their family's health ($p < .05$). There were no other significant differences

between the age groups. (Appendix B, Table 3) Interpretation of the data by chi-square for the age groupings was difficult because of the number (3) of the categories involved. Most of the respondents (62%) were 25-29 years of age. This skewed representation precluded a comparison of significant difference among the groups.

Interest in Programs

Choices for program content were ranked (1) not interested to (3) would be interested. Also, types of formats for the programs and time slots the programs might be offered were also requested. Programs which the respondents indicated an interest in were: (a) orientation for returning students, (b) social activities in Austin, (c) a session on the use of libraries at U.T., (d) a session on their way around U.T. red tape, (e) a session on U.T. student services, and (f) a session on the Career Choice Information Center. A session on U.T. student services was requested by 64 (62%) of the men. All three program formats had a mean of over 2: speaker program, sandwich seminar, and workshop format. The afternoon and evening time periods were preferred.

Discussion

The results of this survey indicate that the returning male student is career-oriented. This reason accounted for 76% of the answers checked for returning to formal education. This finding replicates a national trend of persons seeking to retool their skills or adopt new skills for the world of work. Implicit in this concept of career-orientation also is the construct of lifelong learning for the young adult entering the world of work and the middle-aged person attending to vocational refresher work. (Alford, 1968, p. 15) Most of the returning male students in this survey were graduate or post-baccalaureate students who were pursuing professional or technical degrees.

The return to education was not without problems for this group of men. Financial concerns including budgeting for the education and living on a reduced income were most intense in the concerns ratings. This finding is also reported in a study by Bishop and Snyder (1976) between commuter and residence halls students at the University of Delaware. Their study indicated GPAs as the major concern, with financial pressures as the second most frequently mentioned concern. Their study does not indicate ages of their students. Krings also states "finances are often a central concern" for the adult student (1976, p. 313).

Sources of income represent a basis for the more serious financial concerns of these students. Thirty-seven percent of the respondents listed their income as $5,000 or below. Most of these students (66%) listed veterans' benefits as a major source of income. The amount of these educational benefits as the only source of income is comparable to poverty-level income. Most students in this survey are graduate students and take a course load of 6-12 hours. Additional responsibility of employment to furnish income creates a full work load and imparts additional pressure to the academic load. For the married student (36%) whose wife's income serves as a source of financial assistance, the concern for the wife's financial support looms as a major concern for his ego. Eighteen-year-old males who are students have a high status in society; a returning male student has a lowered status by societal norms than he would have if he were gainfully employed and supporting his family. G. T. Anderberg states, "Society expects them [older students] to be full-time employees, mothers, fathers and consumers; the individual and his family must somehow accommodate work, home, spouse, children and books" (1976, p. 32).

For the male respondents who indicated they were employed (47%), 44% were employed 20-29 hours per week. With the academic responsibilities of class attendance and preparation, these additional activities represent a full workweek. Since 52% of the respondents are married, this double bind is a rigorous one and leaves little time for family involvement. Also, of the wives who worked, 77% worked full-time.

The majority of the respondents (52%) were enrolled for 6-12 hours. Since the majority of these students are graduate students, this course load meets the minimum requirement of 9 hours for graduate work. Future research in this area would be more valuable if the number of hours were broken down into 3-hour increments to ascertain the exact number of hours undertaken by students.

Another major concern in this study emerged as the psychological and educational needs of the wife. Krings points out that ". . . it is not unusual for the older, returning student to meet with considerable resistance from spouse and family" (1976, p. 313). Another study reports that the returning student experiences conflict with the time they designate for study because of commitments to family and home or work (Buckey, Freeark, and O'Barr, 1976). These writings also support the male student's concern for his wife's emotional support of his return to school.

Along with the psychological needs of the wife, her educational needs are recognized as a concern. Of the 58% of the wives who work, 23% were in professional areas, but 32% were in clerical work, 16% were in skilled work, and 13% were listed as semi- or unskilled (over 60% of total working wives). Most of the male respondents were 25-29 years of age. It should, therefore, follow that their wives were as young. The rapid advancement of

consciousness-raising for women of their self-worth and capabilities is notable for young women today. The manifest concern in this study, therefore, must infer that these young families were cognizant of the wife's educational needs to enhance her advancement in a career.

The single and married students expressed concern for their future in career decisions and jobs after graduation. Seventy-two percent of the respondents were pursuing advanced or professional degrees. Considering the 1975 economic picture, unemployment, and difficulty for professionals to secure jobs, these concerns are understandable.

An area for further study and investigation is the lack of correlation between expressed needs and programming requests. The married male in this study appeared reluctant to focus attention on programs related to his concern for his wife's psychological and educational needs or his wife's financial support during his academic involvement. Gene Gruver's and S. Labadie's survey of married student couples found that married couples were reluctant to publicize their problem areas (1975, p. 458). The students in this survey requested programs on U.T. student services (65%), a session on use of libraries (50%), a session on getting around U.T. red tape (40%), and a session on orientation for returning students (36%). A session on marriage counseling was a low request by only 11% of the respondents. Considering the major concerns for financial support of education and the psychological and educational needs of the wife, it would seem that these former mentioned requests are incongruent with the reality of the expressed concerns. Notice should be made that the program choices were structured and perhaps were not worded to elicit the correct response. Further study in this area is necessary to ascertain the reasons for the incongruity between expressed concerns and requested programs.

Summary

The returning male student entering U.T.-Austin in the fall 1975 was representative of the trend noticeable across the nation of persons 25 and older returning to formal education. At the University, most of these students were married, white, ages 25-29 with no children. Most of the respondents had served in the military and were Vietnam veterans. The graduate category was listed by a majority of the respondents as the mode of admission to U.T.-Austin. The mean for period of interrupted study was 4 years; the largest percentage for a single category was 5-9 years for 27% of the respondents. Seventy-four percent of the respondents had achieved baccalaureate status and additional graduate hours. Juniors represented the largest undergraduate category. Over fifty percent of the respondents were enrolled for 6-12 hours. Of the respondents, 72% were pursuing advanced or professional degrees, approximating the 76% who indicated they had returned to formal education for professional or career purposes.

Most returning male students (66%) represented in this survey indicated military benefits as a source of income. Of the respondents, 50% were employed in addition to their academic pursuits, and 33% of the spouses were employed. Of those indicating employment as a source of income, 29% indicated that it was over 50% of their total resources and 35% of the wives contributed from 31% to 80% of the total income.

A majority of respondents clearly had returned to the University setting to pursue professional training or career upgrading. Sixty-three percent indicated that they were changing their professional area, upgrading skills, seeking professional training, or aspiring toward a technical degree. An additional 13% sought a new career after some military training, increasing to 76% the proportion of respondents who had resumed their education for professional or career purposes.

These respondents showed the greatest concern for the financial considerations of an education--living on a reduced income, budgeting for education, etc. Closely related to this concern was the psychological concern of the wife's financial support of her spouse during his education. Other concerns were dependent on the marital status of the respondent for the intensity of the concern. A few concerns indicated by age categories were noticeably different between the 25-29 year grouping and the 40-59 year grouping.

Programs did not reflect the concerns indicated by marital status. The program choices were for programs of academic or student services content. The program format was for a speaker type and preferably for evening meetings.

The three most important findings that emerge from this study are: (1) the reasons for resuming education, (2) the concern of financing an education, and (3) the wife's psychological and educational needs. The first major finding was that most returning male students have returned to formal education for career goals. Eighty-seven percent of the respondents had returned for this purpose. Also, most respondents were graduate students or had a baccalaureate degree (74%) and were pursuing professional or technical training (72%).

The second major finding was the financial concern for obtaining an education which was evident for the largest percentage of the total respondents, for the single and married respondents, and for the three age categories.

The third major finding was a concern expressed by the married male--the wife's psychological and educational needs. This concern was indicated by 70% of the married male respondents. This finding indicates the emotional price students may pay when they return to education (Krings, 1976, p. 313).

Recommendations

The results of this study indicate the following recommendations:

1. Scholarship aid for the returning male student who is experiencing financial difficulty should be explored or established.
2. Information contained in this survey should be furnished to Student Financial Aid, Counseling-Psychological Services Center, Career Choice Information Center, Veterans' Representatives on Campus, Graduate School, Texas Union, and the Division of Housing and Food Service.
3. A data base which would include the number of hours for which the returning male student is currently enrolled, GPAs, and degree programs should be established.
4. Programs requested by returning male students describing student services, with particular emphasis on the Counseling Center as a helping resource for the predominant concerns of married males, should be provided.
5. The Special Group Meeting for Returning Students during the regular orientation session each semester should be publicized.
6. A program on career information for returning male students in collaboration with the Career Choice Information Center should be planned.

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THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Office of the Dean of Students
Area Code 512 471-1201

APPENDIX A

November 10, 1975

Dear Student:

Did you know that there are approximately 8000 students 25 years and above at U.T. Austin? Did you know that over 5000 of these students are males? Did you know that Services for Returning Students, SRS, located in the Dean of Students Office, is interested in you and the other returning students older than the average age? SRS serves as an educational counseling service for persons who have experienced an interruption in their studies. We sponsor programs about men's issues and women's issues, and coordinate veterans' information and child care information. We feel we have not adequately met your needs, but we cannot offer services that are meaningful to you unless we know what your concerns are.

The attached questionnaire is being mailed to all entering male students Fall 1975 who are 25 years and over. We are interested in who you are and what your concerns are. Won't you help this office by filling in the answer sheet? You need not identify yourself. The time involved is approximately 10-12 minutes to complete the items. Each individual response is needed to provide direction for future services and programs offered by our office to the returning male student.

SRS thanks you for your cooperation. Please return the answer sheet in the campus-addressed return envelope by November 24. Campus mail boxes are located in each departmental office and throughout campus. You may also bring your response to the Dean of Students Office, Room 109, Old Speech Building. Please call 471-1201 if you have any questions.

Sincerely,

Frances A. Plotsky

Mrs. Frances A. Plotsky, Coordinator
SRS, Services for Returning Students

FAP/bm

THE UNIVERSITY OF TEXAS AT AUSTIN
OFFICE OF THE DEAN OF STUDENTS

Services for Returning Students

In our continuing effort to plan new programs which are relevant to the needs of returning students like yourself, Services for Returning Students of the Dean of Students Office would like for you to complete this questionnaire. Since we are asking personal questions, we are not asking you to identify yourself. On the section of the questionnaire dealing with concerns, please consider your responses very carefully. This information will help us provide services that are needed for students like you.

Please use a #2 pencil to mark your answers on the answer sheet as clearly as possible. On the left margin of this sheet are numbers which correspond to the columns numbered on the answer sheet. Be sure to answer the question which corresponds to the number listed. Mark only one answer to each column.

column 1 What is your current marital status?
1. single
2. married
3. divorced
4. separated
5. widowed

column 2 What is your ethnicity?
1. White
2. American Indian
3. Black
4. Asian American
5. Mexican-American
6. Spanish Surname
7. Other
8. No Response

column 3 What is your age?
1. Under 25 years
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-50
7. 51-59
8. 60 and over

column 4 How many dependent children do you have? (If you have one or more, please respond to item 4 and/or 5)
1. one child
2. two children
3. three children
4. four
5. five or more
6. none

column 5 What is the grade level of your oldest or only child?
1. preschool
2. elementary school
3. junior high school
4. high school
5. college age
6. over 25

column 6 What is the grade level of your youngest child?
1. preschool
2. elementary school
3. junior high school
4. high school
5. college age
6. over 25

column 7 Have you served in the military?
1. yes (go to item 8)
2. no (go to item 9)

column 8 Please classify your military service. (Mark ONLY one)
1. career
2. Vietnam War
3. Cold War since 1955
4. Korean War
5. World War II
6. Reserve Duty

column 9 How were you admitted to U.T.?
1. freshman
2. provisional freshman
3. transfer
4. graduate student
5. special student

column 10 How long was the most recent period of interruption in your studies before entering U.T.?
1. one year or less
2. two years
3. three years
4. four years
5. five to nine years
6. ten to fourteen years
7. fifteen to nineteen years
8. 20 years or more
9. not applicable

column 11 How many semester hours of credit have you accumulated excluding presently enrolled hours?
1. 1-30
2. 31-45
3. 46-60
4. 61-90
5. 91-120
6. over 120 without degree
7. Bachelors degree
8. graduate student
9. not applicable

column 12 How many semester hours are you currently enrolled in?
1. under 6 hours
2. 6-12
3. 13-15
4. 16-18
5. over 18 hours

column 13-14 What is your educational goal?
1. B.A. degree
2. B.S. degree
3. B.B.A. degree
4. M.A. degree
5. M. Ed. degree
6. M.S. degree
7. M.B.A. degree
8. Ph.D. degree
9. Ed. D. degree
10. L.L.B.
11. self fullfillment
12. other, nondegree (i.e., special student)

column 15 For what purpose have you returned to higher education?
1. I am changing professional areas.
2. I am upgrading my skills in my present career field.
3. I am retired from the military, and pursuing a new career.
4. I am searching for a new career after some military service.
5. I am seeking a professional/technical degree (i.e., MS- Library Science, MSW-Master of Social Work)
6. I don't know.
7. Other

column 16 What is your family (or individual) approximate income?
1. less than $2000
2. $2001-$3500
3. $3501-$5000
4. $5001-$7000
5. $7001-$8500
6. $8501-$10,000
7. $10,001-$11,999
8. $12,000 and over

For the next two questions use the following responses to answer:
1. 1-10 hours
2. 11-19 hours
3. 20-29 hours
4. 30-39 hours
5. 40 or more hours
6. not applicable

column 17 Approximately how many hours per week are you employed?

column 18 Approximately how many hours per week is your wife employed?

On the next two questions please use the following responses to answer them:

1. professional	5. skilled
2. managerial	6. semi-skilled
3. clerical	7. unskilled
4. service	8. not applicable

column 19 What category best describes your type of current employment?

column 20 What category best describes your wife's type of employment?

For the following five questions, please use the answers below to respond. If the question does not apply, please leave the column blank.

1. 1-10%	4. 31-50%	7. 71-80%
2. 11-20%	5. 51-60%	8. 81-90%
3. 21-30%	6. 61-70%	9. 91-100%

column 21 If you have served in the military, what percent of your income is derived from benefits coming to you from your military service?

column 22 What percent of your income is derived from your savings?

column 23 What percent is derived from your employment?

column 24 What percent is derived from your wife's employment?

column 25 What percent is derived from financial aid awarded to you?

column 26 What percent is derived from parental support?

CONCERNS AS A RETURNING STUDENT

Listed below are concerns that other returning students have indicated, please rank on a scale from 1-7 the degree of concern to you. (If it is not applicable i.e., marital concerns, please leave the column blank.)

no concern 1 2 3 4 5 6 7 major concern

column 27 My wife's emotional support of my returning to school
column 28 My wife's understanding of my returning to school
column 29 My parents' and in-laws' reactions to my decision to return to shcool
column 30 My wife's education and psychological needs while I'm in school
column 31 My friendships with former co-workers or employees
column 32 How well I relate to younger students
column 33 Professors' reactions to me as an older student
column 34 Forming a peer support group within the university (tutoring/studying)
column 35 Changing my lifestyle
column 36 My children's reactions to the change
column 37 Shifting responsibilities within my family
column 38 Child care services in Austin
column 39 My wife supporting me financially while I'm in school
column 40 Meeting new people in school, socially
column 41 Being single and an older student
column 42 Changing time commitments: study, social life, family
column 43 My health
column 44 My family's health

column 45 Budgeting money for my education
column 46 What kinds of financial aids available
column 47 Living on a reduced income, since I'm not earning as much as I was
column 48 Study skills as I return to school
column 49 Preparation in math
column 50 Changing careers-I've already made the decision
column 51 Placement and advance standing tests-credit by examination
column 52 Finding course relevant to my career goals
column 53 Possibility of jobs after graduation
column 54 Learning my way around the university red tape
column 55 Understanding the university language
column 56 Making a career decision
column 57 My course load
column 58 Securing career guidance
column 59 Where to get information I need

Those of you who answered "yes" to veteran status, please answer the following items using the same scale 1 to 7.

column 60 Knowledge of veterans benefits
column 61 Payment of benefits
column 62 Knowledge of veterans services on campus (i.e., Vet Reps or Veterans Desk - Main Building)

Give your response to the following statements, using a scale of 1-3 indicating your interest in the programs.

1 not interested in 2 neutral 3 would be interested in

column 63 An orientation session for returning students
column 64 A session on where and how marital counseling may be obtained
column 65 A session on the transition to the student role
column 66 A session on studying, time management
column 67 A session on social activities available in Austin
column 68 A session on the use of libraries at U.T.
column 69 A session on U.T. at Austin red tape
column 70 A session on student services at U.T. (i.e., Health Center, Services for Returning Students, Counseling Center, tutoring)
column 71 A session on social services in Austin
column 72 A session on the Reading and Study Skills Laboratory
column 73 A session about the Career Information Center

If you would be interested in any of the above programs what style of presentation would you prefer. (Use the same 1-3 scale for items 74-76, as for items 63-73.)

column 74 A workshop program format
column 75 A sandwich seminar program format
column 76 A speaker program format

If you would be interested in any of the above programs, what time period would you prefer. (Use the same 1-3 scale for items 77-79, as for items 63-73.)

column 77 An afternoon time period for a program
column 78 An evening time period for a program
column 79 A morning time period for a program

TOTAL RESPONDENTS
Appendix B, Table 1

Concerned About	N	No Concern 1	2	3	4	Major Concern 5	Mean
		%	%	%	%	%	
Being single & Older Student	50	38.0	12.0	8.0	20.0	22.0	2.76
Changing my life style	89	21.3	29.2	13.5	20.2	10.1	2.80
Meeting new people socially in school	87	23.0	21.8	13.8	29.9	11.5	2.85
My Health	86	25.6	19.8	11.6	17.9	15.1	2.87
How I relate to younger students	87	31.0	29.8	12.6	20.7	4.9	2.34
Forming a peer support group	82	42.7	23.2	13.4	13.4	7.3	2.18
Friends w/former co-workers	73	54.8	21.9	8.2	12.3	2.7	1.86
Credit by Examination	70	62.9	14.3	4.3	12.8	5.7	1.84
My course load	78	29.5	28.2	16.7	14.1	11.5	2.49
Securing career guidance	78	29.5	28.2	16.7	14.1	11.5	2.50
Making a career decision	77	32.5	19.5	11.7	16.9	19.5	2.71
Courses relevant to career	81	30.9	18.5	11.7	22.2	17.3	2.76
Changing careers	72	33.3	12.5	8.3	27.8	18.1	2.85
Jobs after graduation	84	14.3	5.9	7.1	34.5	38.1	3.76
Understanding University Language	80	41.2	27.5	12.5	16.2	2.5	2.11
Professors reactions to me as older	86	39.5	29.1	8.1	15.1	8.1	2.23
Preparation in Math	80	45.7	16.0	8.6	14.8	13.6	2.31
Way around University red tape	81	23.5	33.3	11.1	23.5	8.6	2.60
Where I get information I need	83	19.3	25.3	19.3	20.5	15.7	2.88
Study skills as I return	86	17.4	23.2	14.0	25.6	19.8	3.07
Budgeting money for education	86	11.6	6.9	10.5	32.7	33.7	3.86
Financial Aid available	79	17.7	20.2	5.1	32.9	24.1	2.75
Living on reduced income	79	11.4	11.4	8.9	35.4	32.9	3.67
Parent & In-laws reaction	68	52.9	23.5	8.8	5.9	8.8	1.94
Childrens reaction to change	41	34.9	31.7	7.3	14.6	12.2	2.39
Shifting family responsibility	52	26.9	19.2	15.4	25.0	13.5	2.79
Finding child care services	38	39.5	7.9	5.3	26.3	21.1	2.82
Changing time commitments	83	22.9	18.1	12.0	31.4	15.7	2.99
Wifes educational & psychological needs	55	16.4	9.1	9.1	38.2	27.3	3.51
Families Health	62	19.4	12.9	6.5	29.0	32.3	3.42
Wife supporting me financially	57	40.0	8.0	12.0	26.0	28.0	3.36
Wifes emotional support of me	55	25.5	7.3	9.1	21.8	36.4	3.36
Wife understanding return to school	54	25.9	11.1	9.3	24.1	29.6	3.20
Knowledge of veterans services on campus	61	14.8	27.9	16.4	22.9	18.0	3.02
Knowledge of veterans benefits	62	29.8	20.9	14.5	27.4	14.6	3.29
Receiving vets' benefits	60	8.3	15.0	10.0	23.3	43.3	3.78

SINGLE AND MARRIED RESPONDENTS
Appendix B, Table 2

	SINGLE						MARRIED						
		No Concern				Major Concern		No Concern				Major Concern	
Concerned About	Group N	1	2	3	4	5	Group N	1	2	3	4	5	x^2 4 df
Being Single and Older Student	31	25.8	16.0	9.7	25.8	22.6	14	78.6	7.1	0.0	0.0	14.3	12.24 p .01
Changing my life-style	34	17.6	20.6	14.7	23.8	23.5	50	26.0	38.0	12.0	18.0	6.0	7.77
Meeting new people socially in school	34	17.6	17.6	11.8	35.3	17.6	48	29.2	27.1	14.6	25.0	4.2	6.393
My Health	31	25.8	25.8	16.1	22.6	9.7	51	27.5	13.7	9.8	31.4	17.6	3.56
How I relate to younger students	32	34.4	12.5	21.9	21.9	9.4	50	32.0	44.0	6.0	18.0	0.0	15.01 p .05
Forming a peer support group	30	46.7	13.3	16.7	13.3	10.0	48	43.8	29.2	10.4	12.5	4.2	3.59
Friends w/former co-workers	22	45.5	18.2	4.5	27.3	4.5	47	61.7	23.4	6.4	6.4	2.1	6.29
Credit by Examination	22	63.6	9.1	4.5	22.7	0.0	46	60.9	17.4	4.3	8.7	8.7	4.84
My course load	30	26.7	20.0	16.7	20.0	16.7	51	21.6	13.7	21.6	29.4	13.7	1.66
Securing career guidance	27	22.2	25.9	22.2	18.5	11.1	48	33.3	29.2	14.6	12.5	10.4	1.81
Making a career decision	27	25.9	18.5	18.5	22.2	14.8	46	37.0	21.7	8.7	15.2	17.4	2.58
Courses relevant to career	29	31.0	17.5	10.3	17.2	24.1	48	31.3	20.8	8.3	27.1	12.1	2.39
Changing careers	24	41.7	4.2	12.5	25.0	16.7	45	28.9	17.8	6.7	28.9	17.8	3.69
Jobs after graduation	31	12.9	0.0	6.5	41.9	38.7	48	14.6	8.3	8.3	31.3	37.5	3.23
Understanding U. language	30	43.3	23.3	13.3	20.0	0.0	47	40.4	29.8	10.6	14.9	4.3	1.99
Professors reactions to me as older student	31	38.1	16.1	6.5	12.9	6.5	51	27.5	37.3	7.8	17.6	9.8	8.15
Preparation in Math	31	41.9	25.8	6.5	16.1	9.7	48	47.9	12.5	10.4	14.6	14.6	2.73
Way around U. red tape	28	19.9	32.1	14.3	28.6	7.1	49	28.6	32.7	10.2	22.2	6.1	1.38
Where to get info. I need	30	16.7	33.3	13.3	20.0	16.7	49	22.4	20.4	22.4	22.4	12.2	2.66
Study skills as I return	30	16.7	23.3	13.3	26.7	20.0	52	19.2	21.2	13.5	26.9	19.2	.12
Budgeting money for Education	30	10.0	6.7	16.7	40.0	26.7	52	13.5	3.8	7.7	38.5	36.5	2.47
Financial Aids available	27	18.5	25.9	3.7	29.6	22.2	49	18.4	18.4	6.1	36.7	20.4	.95
Living on reduced income	27	11.1	7.4	7.4	40.7	33.3	47	12.8	12.8	10.6	31.9	31.9	1.07
Parents and in-laws reactions	22	59.1	18.2	9.1	0.0	13.6	45	48.9	26.7	6.7	6.7	4.4	3.49
Children's reaction to change	4	100.0	0.0	0.0	0.0	0.0	36	27.8	36.1	5.6	16.7	13.9	8.25
Shifting family responsibility	3	100.0	0.0	0.0	0.0	0.0	48	22.9	18.8	16.7	27.1	14.6	8.42
Finding child care services	5	60.0	0.0	20.0	20.0	0.0	33	36.4	9.1	3.0	27.3	24.2	4.74
Changing time commitments	30	36.7	13.3	6.7	26.7	16.7	48	16.7	18.8	14.6	35.4	14.6	4.85
Wife's Educational and Psychological needs	5	80.0	0.0	0.0	20.0	0.0	45	10.0	10.0	10.0	40.0	30.0	16.59 p .02
Family's Health	9	44.4	22.2	0.0	33.3	0.0	52	15.4	11.5	7.7	26.9	38.5	8.288
Wife supporting me financially	3	66.7	0.0	33.3	0.0	0.0	47	38.3	8.5	10.6	27.7	14.9	3.309
Wife's emotional support of me	5	80.0	0.0	0.0	20.0	0.0	50	20.0	8.0	10.0	22.0	40.0	9.34 p .05
Wife understanding return to school	5	80.0	0.0	0.0	20.0	0.0	49	20.4	12.2	10.2	24.5	32.7	9.01 p .06
Knowledge of veterans' services on campus	16	25.0	18.8	12.5	18.8	25.0	44	11.4	31.8	15.9	25.0	15.9	2.98
Knowledge of veterans' benefits	17	11.8	29.4	5.9	11.8	41.2	44	13.6	18.2	18.2	34.1	15.9	7.62
Receiving veterans' benefits	17	5.9	23.5	11.8	17.6	41.2	43	9.3	11.6	9.3	25.6	44.2	1.75

AGE CATEGORIES
Appendix B, Table 3

Concern About	25-29 Years						30-39 Years						40-59+ Years							
	GROUP N	1 %	2 %	3 %	4 %	5 %	GROUP N	1 %	2 %	3 %	4 %	5 %	GROUP N	1 %	2 %	3 %	4 %	5 %	χ^2	TOTAL N
Being single and older	32	37.5	15.6	9.4	18.8	18.8	8	50.0	0.0	0.0	25.0	25.0	4	75.0	0.0	0.0	0.0	25.0	5.37	44
Changing my life style	51	23.5	33.3	11.8	15.7	15.7	21	19.0	23.8	23.8	28.6	4.8	11	27.3	36.4	0.0	18.2	18.2	6.94	83
Meeting new people in school	49	24.5	20.4	12.2	32.7	10.2	22	27.3	36.4	9.1	13.6	13.6	10	20.0	10.0	20.0	50.0	0.0	8.10	81
My health	50	26.0	22.0	12.0	28.0	12.0	21	28.6	9.5	14.3	23.8	23.8	10	20.0	20.0	10.0	40.0	10.0	3.76	81
Relate to young students	48	35.4	27.1	14.6	18.8	4.2	23	39.1	34.8	13.0	8.7	4.3	10	0.0	50.0	10.0	40.0	0.0	8.69	81
Peer Support Group	47	51.1	21.3	10.6	12.8	4.3	20	35.0	25.0	15.0	15.0	10.0	10	30.0	30.0	20.0	10.0	10.0	3.34	77
Budgeting money for Education	49	8.2	4.1	6.1	49.0	32.7	22	9.1	4.5	27.3	27.3	31.8	11	36.4	9.1	0.0	18.2	36.4	17.44 $p < .02$	82
Kinds of Financial Aids available	46	10.9	26.1	4.3	37.0	21.7	19	21.1	15.8	5.3	31.6	26.3	11	45.5	9.1	9.1	27.3	9.1	9.09	76
Living on a reduced income	44	9.1	9.1	9.1	34.1	38.6	20	10.0	10.0	15.0	40.0	25.0	10	30.0	20.0	0.0	30.0	20.0	7.11	74
Professors res. to me as an older student	48	43.8	27.1	10.4	16.7	2.1	22	45.5	22.7	4.5	9.1	18.2	11	9.1	45.5	0.0	27.3	18.2	13.44 $p < .09$	81
Changing time commitments	58	25.0	22.9	8.3	31.3	12.5	20	20.0	5.0	20.0	35.0	20.0	9	22.2	11.1	11.1	33.3	22.2	5.55	87
Shifting family responsibility	25	28.0	20.0	8.0	24.0	20.0	16	18.8	18.8	31.3	18.8	12.3	10	40.0	10.0	10.0	40.0	0.0	8.29	51
Children's res. to the change	18	38.9	27.8	0.0	22.2	11.1	12	50.0	33.3	8.3	0.0	8.3	10	10.0	40.0	10.0	20.0	20.0	7.84	40
Finding child care service	20	25.0	10.0	5.0	25.0	35.0	11	36.4	9.1	9.1	36.4	9.1	7	85.7	0.0	0.0	14.3	0.0	11.13	38
My Family's Health	33	12.5	15.6	0.0	37.5	34.4	18	33.3	16.7	5.6	16.7	27.8	11	18.2	27.3	0.0	18.2	36.4	16.10 $p < .05$	62
Wife's Education. Psy. needs	26	19.2	7.7	0.0	30.8	42.3	18	16.7	16.7	11.1	38.9	16.7	11	9.1	0.0	27.3	54.5	9.1	14.50 $p < .06$	55
Wife supporting me financially	26	30.8	3.8	11.5	34.6	19.2	16	37.5	18.8	12.5	18.8	12.5	8	75.0	0.0	12.5	12.5	0.0	9.83	50
Wife's emotional support of me	26	23.1	3.8	3.8	26.9	42.3	18	33.3	5.6	16.7	22.2	22.2	11	18.2	18.2	9.1	9.1	45.5	7.56	55
Wife understands *return to school	26	19.2	11.5	7.7	30.8	30.8	17	41.2	11.8	5.9	23.5	17.6	11	18.2	9.1	18.2	9.1	45.5	6.78	54
Parents & Inlaws res. to return	40	45.0	32.5	10.0	2.5	10.0	16	62.5	18.8	6.3	12.5	0.0	10	60.0	0.0	10.0	10.0	20.0	9.77	66
Friendship w/ former cowkrs.	40	50.0	20.0	5.0	20.0	5.0	20	75.0	20.0	5.0	0.0	0.0	9	44.4	33.3	11.1	11.1	0.0	9.454*	69
Study Skills	50	16.0	22.0	14.0	30.0	18.0	21	19.0	19.0	14.3	23.8	23.8	11	27.3	27.3	9.1	18.2	18.2	1.868	82
Prep. in Math	51	47.1	17.6	7.8	17.6	9.8	10	44.4	27.8	11.1	5.6	11.1	10	40.0	0.0	10.0	20.0	30.0	7.266	79
Changing careers	43	41.9	7.0	9.3	27.9	14.0	15	26.7	33.3	6.7	13.3	20.0	11	9.1	9.1	9.1	45.5	27.3	12.600*	69
Credit by Exam	41	58.5	14.6	7.3	14.6	4.9	17	70.6	11.8	0.0	11.8	5.9	10	60.0	20.0	0.0	10.0	10.0	3.001	68
Courses Relevant to Career	47	36.2	17.0	8.5	25.5	12.8	20	30.0	20.0	10.0	15.0	25.0	9	11.1	33.3	11.1	22.2	22.2	4.646	76
Jobs after graduation	49	16.3	4.1	6.1	36.7	36.7	19	10.5	5.3	10.5	31.6	42.1	11	9.1	9.1	9.1	36.4	36.4	1.596	79
Way around U.T. Red tape	47	29.8	34.0	6.4	25.5	4.3	19	10.5	26.3	26.3	26.3	10.5	11	27.3	36.4	9.1	18.2	9.1	8.237	77
Understand Univ. Language	48	47.9	25.0	12.5	12.5	2.1	19	26.3	26.3	15.8	31.6	0.0	10	40.0	40.0	0.0	10.0	10.0	9.605	77
Making career decision	43	39.5	20.9	9.3	18.6	11.6	20	2.0	20.0	25.0	15.0	20.0	10	30.0	20.0	0.0	20.0	30.0	7.707	73
Course load	47	27.7	17.0	19.1	25.5	10.6	22	18.2	13.6	27.3	31.8	9.1	11	18.2	18.2	9.1	9.1	45.5	11.559	80
Getting Career Guidance	44	31.8	27.3	22.7	9.1	9.1	21	23.8	23.8	14.3	23.8	14.3	10	30.0	40.0	0.0	20.0	10.0	6.239	75
Where to get info. I need	48	20.8	27.1	20.8	16.7	14.6	21	14.3	28.6	14.3	28.6	14.3	10	30.0	10.0	20.0	30.0	10.0	3.728	79
Knowledge of Vet. Benefits	38	13.2	21.1	7.9	26.3	31.6	14	14.3	21.4	35.7	21.4	7.1	9	11.1	22.2	11.1	44.4	11.1	9.948	61
Payment of Benefits	37	5.4	10.8	8.1	21.6	54.1	14	14.3	21.4	14.3	21.4	28.6	9	11.1	22.2	11.1	33.3	22.2	5.656	60
Knowledge of Vet. Services	38	15.8	18.4	13.2	28.9	23.7	13	15.4	53.8	15.4	15.4	0.0	9	11.1	33.3	22.2	11.1	22.2	9.384	60